

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, research questions, aims of the research, scope of the research, significance of the research, clarification of terms, and organization of the research.

1.1 Background of the Research

Textbooks are resource for teaching and learning. Textbooks are considered as a main component in teaching English which is important for both teacher and students (Meihami & Khanlarzadeh, 2015; Tok, 2010). According to Ahmadi et al., (2019), textbooks, posters, newspaper, advertisements, etc., generally contain two or more semiotic modes such as images, language, sound, etc. thus, the multimodality presents the meaning making practices. Serafini (2010) states that multimodal texts which contain images meet in complex contexts of social are made with specific semiotic resources, basic elements of design and structures of visual. Multimodal texts are divided into printed texts (e.g. textbook, picture books, newspaper, magazines, etc.) and non-printed texts (e.g. films, videos, and other digital medias) (Baharani & Ghafournia, 2015). According to Bezemer and Jewitt (2018), modalities work as a whole in making meaning in multimodality perspectives and semiotic resources are needed to be studied to understand how multimodal can produce meaning.

In understanding the different types of text, textbooks play a key role (Meihami & Khanlarzadeh, 2015). The set of factors has contributed to the need for English teachers to teach a broad variety of media to enhance students' learning, such as textbooks, diagrams, pictures and drawings (Ajayi, 2012) and in fact, many teachers tend to depend heavily on the textbook as a teaching resource (Bergqvist & Rundgren, 2017; Bruhn & Hasselbring, 2013). According to Ajayi (2012), the first factor is English teachers have struggled with how to incorporate various learning modalities into classrooms, notably, visual intelligence, to adjust to the learning styles of students and the second factor is the multimedia technology developments have produced opportunities to incorporate various modes into textbooks, multi-mode designs into texts indicate a shift in social and pedagogical connections

between textbook producers and learners. In English as a Foreign Language (EFL) classrooms, an English textbook plays an important role. Both teachers and students may gain the benefits from the use of English textbooks. There are some textbooks that are inappropriate to be used in the classroom. Therefore, a reasonable quality should be given by a textbook.

Narrative texts are part of the 2013-based curriculum textbook and narrative texts in the textbook contain images. According to Knapp & Watkins (2005), different genres of the text may have different purposes as well. Johnson-Sheehan & Paine (2016) explains that the purpose of narrative texts is to entertain the readers but narrative texts also have other purposes such as to teach, to represent the author's experience and to develop the author's imagination in a sequential way. Narrative texts also may allow teachers to develop more explicit language (Iddings & de Oliveira, 2011). Some textbooks may contain material that differs from the syllabus; for example, the textbook may employ difficult words in the texts, or the visuals in the book may have different meanings depending on the information provided (Kelly, 2018).

Halliday's (1994) Systemic Functional Linguistics (SFL) provides a tool for analyzing verbal texts that can be used to conduct the research. Language in SFL falls into three categories of metafunctions: ideational, interpersonal, and textual. The transitivity system realizes ideational metafunction, the modality system realizes interpersonal metafunction, and the theme-rheme system realizes textual metafunction (Liu & Qu, 2014). Kress and van Leeuwen's (2006) theory of visual grammar is used as a tool for analyzing the images accompanying in narrative texts. The theory of visual grammar by Kress and van Leeuwen (2006) was a development of Halliday's systemic functional linguistics and is as a visual analysis approach that shows the context role in visual meaning-making. Additionally, Kress and van Leeuwen's (2006) and Royce's (2002) framework analysis is used to investigate the ideational meaning relations.

There are several previous studies about multimodal analysis. Firstly, Cahyati (2019) conducted a research analyzing the ideational meanings on recount texts in English textbook for senior high school grade X. The results of analysis revealed that material processes is found to be the most dominant process in recount texts.

Secondly, Tahririan & Sadri (2013) explored that illustrative and informative functions of images in the textbook reveal to be important but the language in the textbook is underexplored. Thirdly, Salbego et al., (2015) analyzed an English textbook and found that both visual and verbal modes can be analyzed by using three language metafunctions. To make this research different from the previous research, the research analyzes narrative texts in senior high school textbooks grade X and XI. The focus of this research is to investigate the verbal texts and visual images accompanying the narrative texts and to investigate how image-text relations are realized in narrative texts in textbooks. According to Ranis and Pahlevi (2018), the textbooks used in the classroom may contain some teaching materials that are sometimes unrelated, for example between text and images. This leads the research to investigate whether or not the narrative texts in senior high school textbooks are proper to use in the classroom. The procedure of this research employs a multimodal analysis.

1.2 Research Questions

The research is geared towards the following research question:

1. What type of process is the most frequently used in narrative texts and their accompanying images in the textbook?
2. How do the narrative texts (verbal) and the images (visual) intersemiotically relate to each other in conveying ideational meanings?

1.3 Aims of the Research

With reference to the problem investigation, the research is aimed at answering the question:

1. To analyze the type of process that is the most frequently used in narrative texts and their accompanying images in the textbook.
2. To investigate how the narrative texts (verbal) and the images (visual) intersemiotically relate to each other in conveying ideational meanings.

1.4 Scope of the Research

Based on the research questions and the aims, the research is limited to investigate the type of process that is used the most frequently in narrative texts and their accompanying images in the textbook and to investigate the narrative texts (verbal)

and the images (visual) relate to each other in conveying ideational meanings, in terms of multimodality features. M.A.K Halliday's (1994) transitivity system, Kress and van Leeuwen's (2006) theory of visual grammar, Kress and van Leeuwen's (2006) and Royce's (2002) framework analysis are employed to conduct the analysis. Additionally, the textbooks selected are based on the 2013 curriculum and the narrative text materials within the textbooks are adapted from folktales, classics and modern novels in the textbooks.

1.5 Significance of the Research

The research is theoretically and practically important. The research is expected to provide insights of verbal and visual modes, especially in terms of the ideational meanings in narrative texts in senior high school textbooks. Besides, the outcome of the research is supposed to provide insights of verbal and visual modes in narrative texts in the textbooks as a guide for teachers in selecting materials from the textbooks.

1.6 Clarification of Terms

In order to avoid misunderstanding, there are key terms that are used in this research, as follow:

1. Ideational meaning

Ideational meaning is the sentence meaning which conveyed by a clause (Halliday & Mathiessen, 2014).

2. Multimodal text

Multimodal texts are texts that are highly visual and able to integrate various representation modes (Ajayi, 2012).

3. Systemic Functional Linguistics

The theory that refers to method or choice of language network for conveying meaning and how the language does (Flowerdew, 2013, p. 10).

4. Visual grammar

An approach that offers an overview of how visuals are used or combined by language experts to create meaning (Kress & Leeuwen, 2006, p. 1).

1.7 Organization of the Paper

The research paper is offered in five chapters. The organization of the paper is described as follows:

Chapter I is Introduction. This chapter is introductory research, which explains about the background of this research. It contains background of the research, research questions, aims of the research, scope of the research, significance of the research, clarification of terms, and organization of the paper.

Chapter II is Literature Review. This chapter provides a range of theoretical framework supporting the study of: multimodality, narrative text, Systemic Functional Linguistics (SFL), transitivity system, logico-semantic, the visual grammar, and related previous studies.

Chapter III is Research Methodology. This chapter provides the research method, data collecting technique, and data analysis of the research.

Chapter IV is Findings and Discussion. This chapter elaborates details which found in the research and the interpretation of the findings which linked to the theoretical frameworks in chapter II. The discussion of the research is referred at addressing the research questions.

Chapter V is Conclusion and Recommendation. What can be taken from this research, will be shortly described in this chapter. This chapter provides conclusion of the research and recommendation for further research. Thus, this is the end of the paper.